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ABSTRACT

The Program Component of the Satellite Technology Demonstration (STD) developed the programing for a television series on career planning for junior high school students. A program called "Time Out" was designed, developed, and implemented to be broadcast throughout the Rocky Mountain States. A staff of educators and communicators developed a career education structure that incorporated all relevant field data on user needs. The courseware-team approach was used in which educators, scripwriters, and television directors work together to create the best possible end product. Objectives stressed decision-making, self-assessment, and career exploration. Appendixes contain the 103 objectives developed for the original programing structure, the revised programing structure, and the "J-Series" broadcast schedule. (Author/DS)

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SATELLITE TECHNOLOGY DEMONSTRATION

FEDERATION OF ROCKY MOUNTAIN STATES, INC.

technical report

TR0506

DEVELOPING AND IMPLEMENTING A CONTENT STRUCTURE FOR EDUCATIONAL TELEVISION PROGRAMMING IN THE AREA OF CAREER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The Program Component of the Satellite Technology Demonstration (STD) developed the content organization for a television series entitled "Time Out!" The programs were broadcast to junior high school students in the Rocky Mountain Region during each semester of the 1974-75 school year. This report describes the design, development, and implementation of the "Time Out!" student program.

INITIAL CONTENT IDENTIFICATION

The Federation of Rocky Mountain States, Incorporated (FRMS), the parent organization of the STD, began meeting with potential users of a satellite communications system in fall, 1971. By January, 1972, career development was designated as a primary subject area for the Project. An audience of seventh, eighth, and ninth graders--usually associated with junior high schools--was agreed upon in spring, 1972. Subsequent meetings with regional educators resulted in a series of goal statements on career education. Project personnel then identified 28 "career concepts" and 103 more specific career education objectives for the programs. (See Appendix A.)

These 103 objectives were not ranked in order of importance. The large number proved unwieldy for forumulating outlines and structures for the 31 half-hour television programs (referred to as the "J-Series"). Consequently, a process of refinement began during summer, 1973, and culminated with documents in December, 1973, and February, 1974. (See Appendix B for the February revision.) Throughout this process, regional educators and STD participants were asked for input through mailings, during staff visits to sites, and during participant visits to Denver. Additional information was shared with educators when Denver staff members attended local, state, and national conferences.

The first proposal for structuring the STD programming content was distributed in July, 1973. Based on the 103 user-designated objectives, this document specified three content areas--assessment, understanding careers, and implementation. The television programs were labeled "enrichment" and "core," reflecting an attempt to weight the importance of the 103

objectives.

The July proposal was revised in November, 1973. Although the STD was committed to user involvement in determining content objectives, trying to obtain user consensus in developing and structuring these objectives was difficult. Participating states and sites had different short- and long-term goals for career education programs: Some programs were mandated by state law; others, by school district policies. The STD could neither seek nor achieve consensus where no consensus existed. Consequently, the STD reemphasized the focus of the programs--to supplement existing career education programs of the participating sites. The STD staff, therefore, used the predetermined objectives to delineate and organize the content structure. Because the existing programs were aimed at diverse audiences, the STD neither adopted any one curriculum development theory nor utilized any single existing theory of career education.

REVIEW AND UTILIZATION OF RESOURCES

As soon as career education was identified as a content subject for STD programming, the STD staff began to evaluate past and ongoing efforts and products in that area. The staff reviewed and analyzed each of the 40 career projects described in Synopsis of Selected Career Education Programs: A National Overview of Career Education (Morgan, Robert L., Allen B. Moore, Mollie W. Schook, and Branda Sargent, editors. Raleigh, North Carolina State University, 1972.) The reference specialist requested and obtained information not only about other career education programs, but also about materials in decision-making, self-assessment, consumer education, the arts, the industrialization of America, and the development of labor unions. Each of the career "cluster" concepts--published nationally--also was examined. The projects and materials presented problems, however, when viewed as supplementing rather than as dictating content objectives for the participating sites.

The Dictionary of Occupational Titles (DOT), a United States Department of Labor publication, proved ideal for STD use. The DOT, a two-volume work, divides all occupations into nine categories and describes the work performed in each job. Further, The DOT delineates the antitudes, interests, and temperaments associated with each occupation. Selected as the STD's major source of career information, The DOT offered a usable and available information

reference to the staff and to participating sites, without requiring acceptance of a particular philosophy of education.

The literature review also confirmed the need for STD programming to emphasize decision-making. To assist the STD in developing decision-making as an important part of the J-Series, various materials were examined, including those from Science Research Associates, Inc. and the Far West Laboratory for Educational Research and Development. A series published by the College Entrance Examination Board was, however, the most applicable and adaptable to STD content objectives. Written by H.B. Gelatt et al., these materials were entitled "Deciding: A Leader's Guide" and "Decisions and Outcomes." Dr. Gelatt became a consultant with the STD to advise the courseware teams (composed of content and production personnel) and to suggest ways to integrate decision-making into the television series and supplementary materials.

DELINEATING AND ORGANIZING THE CONTENT STRUCTURE

The final revision of the original "career concepts" and objectives contained 28 major topics organized into three categories--decision-making, self-assessment, and career exploration. (See Appendix B.) These major topics are mutually supportive: For example, to make decisions, one must know oneself; to make career decisions, one must know oneself and acquire information from the career exploration process. "Career exploration," as a term, reflected a nationally accepted construct for junior high school students. (Career awareness is the goal for primary students; actual career experiences, the focus of senior high students.)

The three major anticipated learner outcomes (decision-making, self-assessment, and career education) are process oriented. To assist in developing these major topics, a list of assumptions was made before the content was further organized.

Assumptions about the learner included the following:

1. Each learner is an individual.
2. Each learner has unique life goals.
3. Each learner has unique past experiences.
4. Each learner has unique combinations of aptitudes, interests, temperaments, and values.

Assumptions deriving from the content objectives included the following:

1. The purpose of career education is "to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans."*
2. Decision-making also has a "demonstrable bearing" on the student's future plans and is a logical partner of career education.**
3. Self-assessment is a process which focuses on the uniqueness of the learner in both career education and decision-making processes.
4. Developing skills for collecting information and developing strategies for making decisions are functions of 1, 2, and 3 above.
5. Broadening the experiences of each learner is an important part of providing information and encouraging continual self-assessment.

Using these assumptions about the learners and the content, the staff adopted a "spiral" approach to develop the programs. This spiral insured that topics would be treated more than once, that topics would build upon preceding concepts, and that each topic would encourage formal and informal references to others. Thus, the sequential development of the content was not linear; topics were not introduced once, then forgotten. Instead, the activities that emphasized the development of career exploration--information gathering, decision-making, and self-assessment--were presented briefly in the first program, then covered (in greater depth and detail) in all succeeding programs. The Morning Program for Teens (Appendix C) shows how the spiral approach was used to develop the content. Note the occurrence and re-occurrence of major topics.

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* Dr. William F. Pierce, deputy commissioner of the U.S. Office of Education

**The future orientation of assumptions 1 and 2 was reflected in the futuristic setting of the J-Series. This setting was selected, because data indicated viewer interest in science fiction and because many important career decisions have a future aspect. All viewers and all decisions are not, however, future oriented. Consequently, "future" was defined in several ways during the series, ranging from "the very next second" to "millions of years." Program segments also investigated historical events and utilized a vehicle, "Crossroads Corner," that was set in the present. Finally, by encouraging the development of skills to help students deal effectively with their own futures, the programs attempted to alleviate student fears--acquired through ignorance--about the future.

To effect the assumptions about learner "uniqueness" (and to utilize data about adolescent attention spans), a variety of formats and characters were designed to present each major topic. Since students learn in different ways and at different rates, learning experiences represented a "pluralistic" approach that was neither exclusively inductive nor deductive and that emphasized both discovery processes and fact acquisition.

An example of the spiral design combined with eclectic strategies is the STD's use of "construct aptitudes." In presenting definitions of aptitudes, many program vehicles and characters were used:

1. Pictures showed young people participating in a variety of activities; the narrator asked each person, "What can you do?"
2. A mini-lecture by a regular cast member examined the definitions used in The DOT.
3. Videotapes of people working in careers provided a "show and tell" presentation about the aptitudes perceived by these people to be important in their work.
4. A dramatized scene included examples of aptitudes and dialogues between different characters.

In this example, the first program segment represents the beginning of a spiral--a personal identification with the learner that is important in inductive strategies; the second segment is an initial stage of a deductive process; the third segment contains both inductive and deductive moments and emphasizes both process and fact, as different people talk about aptitudes in relation to their occupations; and the fourth segment serves as an open-ended summary, encouraging students to adopt and adapt a definition of aptitudes which enables them to understand the idea. Subsequent programs focused on aptitudes, as defined in The DOT, and aptitudes associated with a variety of careers.

Another example of the spiral approach is the STD's use of The DOT categories. Each of The DOT categories was the major objective of three programs presented at three-week intervals; these programs examined the category in at least three different ways, or program segments. Each category, then, provided the content for at least nine program segments. The

content of The DOT segments themselves contained a spiral. The first program on every category defined the category, gave examples of occupations in the category, illustrated the work performed by selected occupations, and presented the working conditions and physical demands associated with some occupations in the category. The second program specifically focused on the education and training that was required by selected occupations in each category. The third program presented aptitudes, interests, and temperaments associated with selected occupations.

The spiral design was important in enabling the viewer-learner to move from the known to the unknown. During the first week, the series asked each viewer to begin a self-assessment in terms of personal/social skills, values, interests, aptitudes, and temperaments. These programs focused on the experiences a learner knows best--his/her own. Through vehicles and characters that illustrated real adolescent and real work situations, each viewer was encouraged to identify what seemed true to himself/herself and to use that in beginning self-assessment. This emphasis on identifiable audience experiences also built trust and credibility with the audience.

Another way the programs moved from the known to the unknown related to the presentation of the categories in The DOT. The first category examined was Farming, Fishery, Forestry, and related occupations. This category was selected, because the STD's primary audience was rural students. Since the Professional, Technical, and Managerial occupations category contains about 20 percent of the United States work force, it was chosen as the second most familiar category. The remaining categories were presented in the sequence utilized by The DOT; the most imprecise category, Miscellaneous Occupations, was presented last.

IMPLEMENTING THE CONTENT STRUCTURE

Once the content structure had been delineated and organized, the design of actual programs began. The first step in this process was the development of an information memo. Written by the content generalist (the educator on the production team), the information memo addressed the major topic(s) of the broadcast day in the following ways: (1) specific behavioral objectives for each topic; (2) definitions and research data for each topic; and (3) examples of existing

materials that were suitable and available for each topic. The information memo also contained references to other programs that dealt directly or indirectly with the concepts. These references helped to "footnote" the spiral design on a day-to-day basis.

With the information memo available, the production unit or courseware team (director, script writers, and content generalist) developed a script design for each program. This entire unit worked together throughout scripting to insure the attainement of content objectives. The content generalist responsible for a particular script also was present during the production of all program segments. Both the information memo and the subsequent script design was used by print media personnel to develop the supplementary materials for the series--a student magazine and a teacher's guide. Additionally, evaluation items for each program were developed after a script received preliminary approval from the executive producer and the content coordinator.

Sixty-nine "Time Out!" programs were preproduced by the courseware team and other STD personnel. Twelve additional programs were broadcast live, and each day's program ended with six minutes of interaction between the participating sites and Denver staff members. Although these live broadcasts were less structured in terms of design theory, they also contributed to the educational objectives of the series. The 12 live programs encouraged user designation of specific formats and content; the 6-minute daily segments encouraged students to ask questions. Most of these student questions were requests for specific information about salaries, training, and job requirements. The personnel charged with responding to student questions were conscious of maintaining rapport; each question was treated with respect; accurate answers were provided as quickly as possible; and further information was provided rapidly. The audience was cautioned about the limits of concrete information; and processes, especially information gathering for decision-making and self-assessment, were emphasized.

Supplementary materials for the "Time Out!" series included student magazines and teacher guides. These materials, like the television programs, presented information in a variety of ways. The supplementary activities, however, encouraged more active learning experiences than could the television series. The teacher guides contained open-ended and specific discussion questions; classroom activities suggested individual, small- and large-group experiences. Because J-Series programs were designed for a broad student population, many activities were

included in these guides to help "localize" the programs by having students determine ways in which the series related to their town or school. Activities in the student magazine also were varied: Some activities emphasized deductive strategies; others, inductive.

RECOMMENDATIONS

Distribution of Series

The "Time Out!" series would be valuable for nationwide distribution. The topic (career education) is timely and important, and research data indicates that the spiral format not only stimulates adolescents to accept the programs, but also increases their comprehension of the educational objectives.

Research

The content structure emphasized individual, developmental, process-oriented objectives. Yet, the daily behavioral objectives and test items were developed to fit mark-sense cards and were not individual, developmental, or process oriented. This problem reflects some of the financial and time constraints encountered by the Project; staff and money were not allocated to evaluate thoroughly the educational outcomes of the series.

SUMMARY

A staff of educators and communicators developed and implemented a career education content structure that incorporated all relevant field data on user needs. The staff utilized the courseware-team approach, in which educators, script writers, and television directors worked together (in an integrated effort) to produce meaningful, as well as entertaining, educational programming for junior high school students. The content structure, the television broadcasts, and supplementary print materials reflected pluralistic instructional strategies in a spiraling framework. The content objectives focused on decision-making, self-assessment, and career exploration.

The products developed by the STD were designed to serve many audiences, primarily junior high students in rural areas. The television series assisted the students in developing

skills and collecting information that would help them make educational and career choices; it also informed persons working with students about career alternatives and job preparation requirements.

This report was produced with funding from the National Institute of Education. The views expressed do not necessarily reflect those of the National Institute of Education or the U.S. Department of Health, Education, and Welfare.

APPENDIX A

THE 103 OBJECTIVES DEVELOPED FOR

THE ORIGINAL PROGRAMMING STRUCTURE

OBJECTIVES

1. The student will identify his interests.
2. The student will identify the types of reading materials he likes best.
3. The student will identify the leisure activities, hobbies, school subjects, and school activities he enjoys the most.
4. The student will identify his aptitudes.
5. The student will identify his temperaments.
6. The student will identify his personal/social skills.
7. The student will identify the abilities he has which can be considered technical skills.
8. The student will identify ways in which his interests, aptitudes, temperaments, skills, and environment influence his personality.
9. The student will identify factors which make individuals unique from one another.
10. The student will identify the factors most important in having good health.
11. The student will identify the main steps in making a decision.
12. The student will identify how he is responsible for the outcome of his decisions.
13. The student will identify the options available to a person upon graduation from high school by determining which is most appropriate to a given situation.
14. The student will identify the reasons for setting goals.
15. The student will describe goals for himself which are realistic and personally relevant.
16. The student will identify a logical progression of activities leading to the achievement of a given goal.
17. The student will evaluate how well a person in a hypothetical situation achieves his goals.
18. The student will identify the personal/social skills that he should use in different interaction situations.
19. The student will describe ways in which others may perceive him differently than he perceives himself.
20. The student will identify appropriate ways of dealing with people in his community.
21. The student will identify the effect products and services have on natural resources and the environment.
22. The student will identify various fraudulent sales practices.

23. The student will identify various high-pressure sales tactics.

24. The student will identify various sales tricks.

25. The student will identify questions which should be asked of a salesman concerning a given service or product.

26. The student will identify the better buy after comparing a number of products or services on the basis of cost, quantity, and quality.

27. The student will identify ways in which a citizen can protect himself as a consumer.

28. The student will identify the most valuable of several given warranties.

29. The student will identify the steps he should take before signing a contract.

30. The student will identify the reasons why people work.

31. The student will analyze and rank several occupations in order of importance to him.

32. The student will select several careers which he would like to investigate further.

33. The student will identify persons in his community who are engaged in careers like the ones he would like to pursue.

34. The student will identify several ways in which different occupations can affect a worker's lifestyle.

35. The student will describe how lack of self-assessment and career assessment can lock a person into an occupation for which he is not suited.

36. The student will identify the effects social and cultural change have upon industry.

37. The student will identify the effects social and cultural change have upon employment practices.

38. The student will identify which type of working conditions would probably suit a given set of temperaments, aptitudes, and interests.

39. The student will identify the employer for whom he would most like to work, given data concerning several employers.

40. The student will identify the work performed in a given career.

41. The student will identify the training or education which is required for a given career.

42. The student will identify the salary range for a given career.

43. The student will identify the opportunities for self-employment and salaried employment in a given career.

44. The student will identify the outlook for the future in a given career.

45. The student will identify correct information about job stability for a given career.

46. The student will identify ways in which obsolescence can affect certain careers.

47. The student will identify appropriate lateral and vertical steps for advancement or progression in a given career.

48. The student will identify additional post-secondary education or training necessary for advancement in a given career.

49. The student will describe how job performance can be related to advancements and benefits.

50. The student will identify ways in which changing jobs can contribute to advancement in certain careers.

51. The student will identify gains and losses involved in changing careers.

52. The student will identify how specialization can affect certain careers.

53. The student will identify the technical skills a person should have to successfully engage in a given career.

54. The student will identify personal/social skills appropriate to a given career.

55. The student will identify tools, equipment, machinery, and materials associated with a given career.

56. The student will identify aptitudes that are characteristic of people engaged in a given career.

57. The student will identify interests that are characteristic of people engaged in a given career.

58. The student will identify temperaments that are characteristic of people engaged in a given career.

59. The student will identify physical demands typically associated with a given career.

60. The student will identify working conditions typically associated with a given career.

61. The student will identify unions or other organizations typically associated with certain careers.

62. The student will identify careers that require licenses.

63. The student will identify ways in which certain careers are seasonal in nature.

64. The student will identify ways in which certain careers are geographically restricted.

65. The student will identify careers which provide products and careers which provide services.

66. The student will identify how the interaction of products and services can affect a given career.

67. The student will identify careers suitable to his own combination of interests, aptitudes, temperaments, skills, as well as to his preferences for working conditions.

68. The student will identify reasons why a person might pursue knowledge not directly related to his job.

69. The student will identify guidance resources which can aid him in investigating educational possibilities.

70. The student will identify appropriate preparations for a meeting with his counselor.

71. The student will identify information appropriate to a discussion with his counselor.

72. The student will identify sources of skills training by determining which is most appropriate to given situations.

73. The student will identify types of on-the-job training by determining which is most appropriate to given situations.

74. The student will identify the application procedures for union apprenticeships.

75. The student will identify information that he should obtain before selecting a post-secondary school to attend.

76. The student will identify the types of financial assistance available to students.

77. The student will identify the criteria used in awarding scholarships.

78. The student will identify the prerequisites for obtaining a student loan.

79. The student will identify guidance resources which can aid him in investigating career possibilities.

80. The student will identify sources of assistance in finding a job.

81. The student will identify the factors that should be considered when dealing with private employment agencies.

82. The student will identify proper procedures for using the classified section of a newspaper to locate a job opening.

83. The student will compose an ad to be placed in the classified section of the local newspaper requesting employment.

84. The student will identify information which should be included in a resume.

85. The student will identify information necessary to the accurate completion of a job application form.

86. The student will identify criteria for selecting personal references.

87. The student will identify those careers which usually require job qualification exams.

88. The student will identify the proper procedures for arranging a job interview.

89. The student will identify the applicant best suited to a given job after viewing several job interviews.

90. The student will identify behaviors and responses appropriate to a job interview situation.

91. The student will identify the steps in making a budget.

92. The student will identify reasons people have savings accounts.

93. The student will identify various kinds of insurance.

94. The student will identify various kinds of taxes.

95. The student will identify how Social Security works.

96. The student will identify how charge accounts operate.

97. The student will identify how various types of loans operate.

98. The student will identify how checking accounts operate.

99. The student will identify proper methods of check writing.

100. The student will identify steps in establishing a good credit rating.

101. The student will identify the function of different health service resources by determining the most appropriate resource for a given situation.

102. The student will identify health resources available in his community.

103. The student will identify the types of personal counseling that are available to him.

APPENDIX B

THE REVISED PROGRAMMING STRUCTURE

(February, 1974)

PROGRAMMING STRUCTURE

Decision-Making

1. Exploring a student's role in decision-making

2. Describing a student's alternatives
   a. Alternatives in secondary school
   b. Alternatives after secondary school

3. Detailing the decision-making process
   a. Overview
   b. Information requirements
   c. Determining which decisions are important and why
   d. Deciding what you want; ranking values
   e. Considering alternatives
   f. Considering outcomes
   g. Risk taking
   h. Probabilities
   i. Strategies
   j. Summary

Self-Assessment

4. Showing a student how the lack of assessment activities affects career alternatives

5. Giving a student the reasons why people work

6. Identifying a student's values

7. Describing a student's aptitudes

8. Describing a student's interests

9. Describing a student's temperaments

10. Describing a student's personal/social skills

Career Exploration

11. Exploring the categories in The Dictionary of Occupational Titles
    a. Exploring Farming, Fishery, and Forestry Occupations
    b. Exploring Structural Trades
    c. Exploring Technical, Managerial, and Professional Occupations
    d. Exploring Machine Trades
    e. Exploring Service Occupations
    f. Exploring Sales Occupations
    g. Exploring Processing Occupations
    h. Exploring Clerical Occupations
    i. Exploring Bench Trades
    j. Exploring Miscellaneous Occupations

12. Telling a student how personal options affect career alternatives

13. Telling a student how training or education affects career alternatives

14. Telling a student how jobs change with time
    a. In the past
    b. In the future

15. Providing guidance resources

16. Describing occupational mobility and specialization
    a. Occupational mobility
    b. Occupational specialization

17. Exploring aptitudes as found in The Dictionary of Occupational Titles

18. Exploring temperaments as found in The Dictionary of Occupational Titles

19. Exploring interests as found in The Dictionary of Occupational Titles

20. Exploring physical demands and working conditions
    a. Exploring physical demands in a variety of occupations
    b. Exploring a variety of working conditions

21. Exploring trade unions
    a. History of trade unions (enrichment)
    b. What unions are and how they work

22. Exploring geographical influences on occupations

23. Telling how social and cultural changes affect employment

24. Describing sources of information and assistance for finding a job
    a. Classified ads
    b. Employment agencies (public and private)
    c. Community resources

25. Describing self-employment possibilities

26. Describing the final steps in getting a job
    a. Job application forms
    b. Job interview

27. Telling a student how to become a knowledgeable consumer

28. Providing "enrichment" experiences
    a. How one man's interest turned into an unusual career
    b. Art for art's sake

APPENDIX C

THE J-SERIES BROADCAST SCHEDULE

MORNING PROGRAM FOR TEENS (J)

J1. September 9, 1974
Introductory program

J2. September 10, 1974 SELF
(10) Student's personal/social skills (Introduction to self-assessment)

J3. September 11, 1974 SELF
(6) Identifying personal values

(3.d) Decision-making: Deciding what you want; ranking values

J4. September 12, 1974 SELF
(8) Student's interests

J5. September 13, 1974 SELF
(7) Student's aptitudes

J6. September 16, 1974 SELF
(9) Student's temperaments

J7. September 17, 1974 DECISION-MAKING
(1) Student's role in decision-making

(3.c) Decision-making: Determining which decisions are important and why

J8. September 18, 1974 DECISION-MAKING
(3.b) Decision-making: Information requirements

(3.c) Decision-making: Which decisions are important and why

J9. September 19, 1974 DECISION-MAKING
(3.b) Decision-making: Information requirements

(3.e) Decision-making: Considering alternatives

(2.a) Student's alternatives: Alternatives in secondary school

J10. September 20, 1974 DECISION-MAKING
(3.a) Decision-making: Overview

J11. September 23, 1974 CAREERS
(5) Reasons why people work

J12. September 24, 1974 CAREERS
(11) Exploring the categories in The Dictionary of Occupation Titles (Introduction - Dr. DOT)

J13. September 25, 1974 CAREERS
(17) Exploring aptitudes as found in The Dictionary of Occupational Titles

J14. September 26, 1974 CAREERS
(19) Exploring interests as found in The Dictionary of Occupational Titles

J15. September 27, 1974 CAREERS
(18) Exploring temperaments as found in The Dictionary of Occupational Titles

J16. September 30, 1974 CAREERS (ALTERNATIVES)
(11.a) Exploring Farming, Fishery, and Forestry--Survey (Dr. DOT)

J17. October 1, 1974 DECISION-MAKING
(3.a) Decision-making: Overview

J18. October 2, 1974 CAREERS (ALTERNATIVES)
(11.b) Exploring Structural Trades--Survey

(20.a) Exploring physical demands in a variety of occupations

(20.b) Exploring a variety of working conditions

J19. October 3, 1974 CAREERS (ALTERNATIVES)
(11.c) Exploring Technical, Managerial and Professional Occupations--Survey

J20. October 4, 1974
Live Site Interaction

J21. October 7, 1974 CAREERS (ALTERNATIVES)
(11.d) Exploring Machine Trades--Survey

J22. October 8, 1974 DECISION-MAKING
(3.a) Decision-making: Overview

J23. October 9, 1974 CAREERS (ALTERNATIVES)
(11.e) Exploring Service Occupations--Survey

J24. October 10, 1974 CAREERS (ALTERNATIVES)
(11.f) Exploring Sales Occupations--Survey

J25. October 11, 1974
Live Site Interaction

J26. October 14, 1974 CAREERS (ALTERNATIVES)
(11.g) Exploring Processing Occupations--Survey

J27. October 15, 1974 DECISION-MAKING
(3.c) Decision-making: Determining which decisions are important and why

J28. October 16, 1974 CAREERS (ALTERNATIVES)
(11.h) Exploring Clerical Occupations--Survey

J29. October 17, 1974 CAREERS (ALTERNATIVES)
(11.i) Exploring Bench Trades--Survey

J30. October 18, 1974
Live Site Interaction

J31. October 21, 1974 CAREERS (ALTERNATIVES)
(11.j) Exploring Miscellaneous Occupations--Survey

J32. October 22, 1974 DECISION-MAKING
(3.d) Decision-making: Deciding what you want

J33. October 23, 1974 CAREERS (ALTERNATIVES)
(11.a) Exploring Farming, Fishery, Forestry--Existing Materials

(2.b) Student's alternatives: Alternatives after secondary school (Introduction)

J34. October 24, 1974 ENRICHMENT
(21.a) History of trade unions (Film - "Rise of Labor")

J35. October 25, 1974
Live Site Interaction

J36. October 29, 1974 DECISION-MAKING
(3.e) Decision-making: Considering alternatives (Film - "Decisions, Decisions: A Funny Thing Happened on the Way to Making This Film")

J37. October 30, 1974 CAREERS (ALTERNATIVES)
(11.c) Exploring Technical, Managerial, and Professional Occupations--Existing Materials

(2.b) Student alternatives: Alternatives after secondary school (college)

J38. October 31, 1974
(11.d) Exploring Machine Trades--Existing Materials

(21.b) Unions: What unions are and how they work

J39. November 1, 1974
Live Site Interaction

J40. November 4, 1974 CAREERS (ALTERNATIVES)
(11.e) Exploring Service Occupations--Existing Materials

(16.b) Occupational Specialization

J41. November 5, 1974 DECISION-MAKING
(3.b) Decision-making: Information requirements

(27) Being a knowledgeable consumer (various sales tricks) as one example

J42. November 6, 1974 CAREERS (ALTERNATIVES)
(11.f) Exploring Sales Occupations--Existing Materials

(16.a) Occupational mobility

J43. November 7, 1974 CAREERS (ALTERNATIVES)
(11.g) Exploring Processing Occupations--Existing Materials (Dr. DOT)

(13) How training or education affects career options

J44. November 8, 1974
Live Site Interaction

J45. November 11, 1974 CAREERS (ALTERNATIVES)
(11.h) Exploring Clerical Occupations--Existing Materials

(2.b) Student's alternatives: Alternatives after secondary school

J46. November 12, 1974 DECISION-MAKING
(3.e) Decision-making: Considering alternatives

(27) Being a knowledgeable consumer (comparison shopping) as one example

J47. November 13, 1974 CAREERS (ALTERNATIVES)
(11.i) Exploring Bench Trades--Existing Materials

(4) How the lack of assessment affects alternatives

J48. November 14, 1974 CAREERS (ALTERNATIVES)
(11.j) Exploring Miscellaneous Occupations--Existing Materials

(22) Exploring geographical influences on occupations

J49. November 15, 1974
Live Site Interaction

J50. November 18, 1974 CAREERS (ALTERNATIVES)
(11.a) Exploring Farming, Fishery, and Forestry--emphasis: A.I.T.

J51. November 19, 1974 DECISION-MAKING
(3.f) Decision-making: Considering outcomes

J52. November 20, 1974 CAREERS (ALTERNATIVES)
(11.b) Exploring Structural Trades--emphasis: A.I.T.

J53. November 21, 1974 CAREERS (ALTERNATIVES)
(11.c) Exploring Technical, Managerial, Professional Occupations--emphasis: A.I.T.

J54. November 22, 1974
Live Site Interaction

J55. November 25, 1974 CAREERS (ALTERNATIVES)
(11.d) Exploring Machine Trades--emphasis: A.I.T.

J56. November 26, 1974 DECISION-MAKING
(3.f) Decision-making: Considering outcomes

(3.g) Decision-making: Risk taking

J57. December 2, 1974 CAREERS (ALTERNATIVES)
(11.e) Exploring Service Occupations--emphasis: A.I.T.

J58. December 3, 1974 DECISION-MAKING
(3.h) Decision-making: Probabilities

J59. December 4, 1974 CAREERS (ALTERNATIVES)
(11.f) Exploring Sales Occupations--emphasis: A.I.T.

J60. December 5, 1974 CAREERS (ALTERNATIVES)
(11.g) Exploring Processing Occupations--emphasis: A.I.T.

J61. December 6, 1974
Live Site Interaction

J62. December 9, 1974 CAREERS (ALTERNATIVES)
(11.h) Exploring Clerical Occupations--emphasis: A.I.T.

J63. December 10, 1974 DECISION-MAKING
(3.b) Decision-making: Information requirements

J64. December 11, 1974 CAREERS (ALTERNATIVES)
(11.i) Exploring Bench Trades--emphasis: A.I.T.

J65. December 12, 1974 CAREERS (ALTERNATIVES)
(11.j) Exploring Miscellaneous Occupations--emphasis: A.I.T.

J66. December 13, 1974
Live Site Interaction

J67. December 16, 1974 CAREERS
(11) Exploring the categories in The Dictionary of Occupational Titles (Dr. DOT wraps it up)

(24.a) Sources of information and assistance for finding a job: Classified Ads

(24.b) Sources of information and assistance for finding a job: Employment agencies (public and private)

J68. December 17, 1974 DECISION-MAKING
(3.i) Decision-making: Strategies

(12) Personal alternatives (life styles) affect career alternatives as one example

J69. December 18, 1974 CONSUMERISM
(27) Being a knowledgeable consumer

J70. December 19, 1974 CAREERS
(24.c) Sources of information and assistance for finding a job: Community resources

(15) Guidance resources

(25) Self-employment possibilities

J71. December 20, 1974
Live Site Interaction

J72. January 6, 1975 CAREERS
(23) Social and cultural changes affect employment

J73. January 7, 1975 — ENRICHMENT
(28.a) How one man's interest turned into an unusual career (Film on Sam Maloof)

(28.b) Art for art's sake (Film on Richard Hunt)

J74. January 8, 1975 — CAREERS
(26.a) Final steps in getting a job: Job application forms

(14) How jobs change with time
(14.a) In the past
(14.b) In the future

J75. January 9, 1975 — CAREERS
(26.b) Final steps in getting a job: Job interview

J76. January 10, 1975
Live Site Interaction

J77. January 13, 1975 — CAREERS
(11) Collage of careers

J78. January 14, 1975 — DECISION-MAKING
(3.j) Decision-making: Summary

J79. January 15, 1975 — SELF
Self-assessment

J80. January 16, 1975 — SELF
Education

J81. January 17, 1975
Closing program